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## CONNECTING CORE COMPETENCIES SERIES

### Current Listing of Supplements Associated With Connecting Core Competencies Series Titles

|                            |                                                                                    | IM | TB | PPTs | MyTest | Assess Yourself |
|----------------------------|------------------------------------------------------------------------------------|----|----|------|--------|-----------------|
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| <b>Intro</b>               | DuBois/Miley<br><i>Social Work, 7e</i>                                             | ✓  | ✓  | ✓    | ✓      | ✓               |
| <b>Intro</b>               | Marx/Broussard/Hopper/Worster<br><i>Social Work and Social Welfare, 1e</i>         | ✓  | ✓  | ✓    | ✓      | ✓               |
| <b>Intro</b>               | Popple/Leighninger<br><i>Social Work, Social Welfare, and American Society, 8e</i> | ✓  | ✓  | ✓    | ✓      | ✓               |
| <b>Policy</b>              | Cummins/Byers/Pedrick<br><i>Policy Practice for Social Workers, Updated 1e</i>     | ✓  | ✓  | ✓    | ✓      | ✓               |
| <b>Policy</b>              | Popple/Leighninger<br><i>The Policy Based Profession, 5e</i>                       | ✓  | ✓  | ✓    |        | ✓               |
| <b>Generalist Practice</b> | Miley/O'Melia/DuBois<br><i>Generalist Social Work Practice, Updated 6e</i>         | ✓  | ✓  | ✓    | ✓      | ✓               |
| <b>HBSE</b>                | Schraver<br><i>Human Behavior and the Social Environment, 5e</i>                   | ✓  | ✓  | ✓    | ✓      | ✓               |
| <b>Research</b>            | Dudley<br><i>Research Methods for Social Work, Updated 2e</i>                      | ✓  | ✓  | ✓    |        | ✓               |
| <b>Field</b>               | Birkenmaier/Berg-Weger<br><i>The Practicum Companion, 3e</i>                       | ✓  |    |      |        | ✓               |
| <b>Field</b>               | Garthwait<br><i>The Social Work Practicum, 5e</i>                                  | ✓  |    |      |        | ✓               |



**MySocialWorkLab** is a dynamic website offered with **every Connecting Core Competencies Series text** providing a wealth of resources geared to help students develop and master the skills articulated in CSWE's core competencies—and improve their grades in their Social Work courses.

MySocialWorkLab is available at **NO EXTRA COST** when bundled with any text in the Connecting Core Competency Series.

For access to **MySocialWorkLab**, visit <http://www.mysocialworklab.com> to request access or contact your local Pearson sales representative at <http://www.pearsonhighered.com/relocator>

# SAMPLE SYLLABUS

[INSERT UNIVERSITY NAME HERE]

[INSERT COURSE NAME HERE]

[INSERT COURSE NUMBER HERE]

Professor:

Office Number/Location:

Office Hours:

Professor Phone:

Professor Email:

Course Meeting Times:

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## COURSE DESCRIPTION

Examines the current structure of social welfare programs in the United States, their historical evolution, and the role ideological, political, economic, and social forces have played in the development of the social welfare system and its present character focusing on social and economic injustice in the United States Undergraduate Course Descriptions 300 of America. Also discusses the impact of social welfare policies on clients, agencies, service delivery, and social work practice.

## STUDENT LEARNING OBJECTIVES/OUTCOMES

- Understand the history and current patterns of social welfare policies from economic, political, ideological, and social perspectives. (EP2.1.8)
- Understand economic, political, and organizational systems. (EP2.1.8)
- Recognize how social welfare policies have differentially impacted oppressed and marginalized populations, such as people of color, women, and low-income persons. (EP2.1.4)
- Differentiate between various sources cited and understand the elements and correct syntax of APA citation for a wide range of resources. (EP2.1.3)
- Critically analyze organizational, local, state, national, and international trends in social welfare policies. (EP2.1.3)
- Engage in opportunities to address oppression and discrimination through social and economic justice in the policy arena. (EP2.1.5)
- Analyze the results of policy research relevant to social service delivery. (EP2.1.6)
- Interpret social welfare policy and social service delivery issues to elected and appointed officials, to recipients of social services, and to leaders of social welfare institutions. (EP2.1.5)
- Extend initial synthesis, at a higher level of abstraction to construct a policy proposal that may require additional information and research. (EP2.1.3)
- Use economic, political, and organizational systems to influence, formulate, and advocate for policy consistent with social work and Christian values. (EP2.1.5)
- Examine, assess, and articulate their own values, assumptions, and perspectives regarding human needs and provisions for meeting them. (EP2.1.2)

## REQUIRED TEXT(S)

Social Work, Social Welfare and American Society[Hardcover] Philip R. Popple  
(Author), Leslie Leighninger (Author)

Karger, Howard; Midgley, James; Brown, Brene. Controversial Issues in Social Policy (3rd Edition). Pearson  
Allyn & Bacon, 2007. ISBN: 0205337457

## **Recommended Text(s)**

### ***New Readings***

Clark, G. (2007). *A farewell to alms: A brief economic history of the world*. Princeton University Press.

Jansson, B.S. (2001). *Sixteen-trillion-dollar mistake: How the U.S. bungled its national priorities from the New Deal to the present*. New York: Columbia University Press.

Rank, M.R. (2004). *One nation, underprivileged: Why American poverty affects us all*. Oxford: Oxford University Press.

Rivoli, P. (2005). *The travels of a t-shirt in the global economy: An economist examines the markets, power, and politics of world trade*. Wiley.

Sachs, J. (2005). *The end of poverty: Economic possibilities for our time*. New York: Penguin Press.

Toobin, J. (2007). *The nine*. Doubleday.

Wagner, D. (2005). *The poorhouse: America's forgotten institution*. Lanham: Rowman & Littlefield.

### ***Older Readings***

Billingsley, A. (1968). *Black families in white America*. Englewood Cliffs, NJ: Prentice-Hall.

Jansson, B.S. (2005). *Reluctant welfare state: American social welfare policies--past, present, and future*, 5th ed. Belmont, CA: Brooks/Cole/Thomson Learning.

Jansson, B.S. (2001). *Sixteen-trillion-dollar mistake: How the U.S. bungled its national priorities from the New Deal to the present*. New York: Columbia University Press.

Lewis, O. (1959). *Five families: Mexican case studies in poverty*. New York: Basic Books.

Moynihan, D. & Glazer, N. (1963). *Beyond the melting pot; the Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*. Cambridge, MA: MIT Press.

Piven, F.F & Cloward, R. (1993). *Regulating the poor: The functions of public welfare*, updated ed. New York: Vintage Books.

Trattner, W.L. (1999). *From poor law to welfare state: A history of social welfare in America*, 6th ed. New York: The Free Press.

Rawls, J. (1971). *A theory of justice*. Cambridge, MA: Belknap Press.

## ASSIGNMENTS AND EVALUATION

There are four types of assignments used throughout this course. Below, you will find the grading scale and percentages.

### Grading/Evaluation

| <i>Assignment</i>                      | <i>Percentage</i> |
|----------------------------------------|-------------------|
| Chapter Assignment(s)                  |                   |
| MySocialWorkLab Assignments            | 30%               |
| MyHelpingLab Assessment                | 30%               |
| Major Assignment(s)                    |                   |
| Letter to an Elected Official          | 10%               |
| Take Home Quizzes (3 total)            | 20%               |
| Policy Analysis Paper and Presentation | 10%               |
| <b>Total Points</b>                    | <b>100</b>        |

### Letter Equivalent

|                        |                   |                    |
|------------------------|-------------------|--------------------|
| A – 90-100 (4.00-3.75) | B- – 80-82 (2.75) | C- – 65-69 (1.50)  |
| B+ – 87-89 (3.50)      | C+ – 75-79 (2.50) | D – 60-64 (1.00)   |
| B – 83-86 (3.00)       | C – 70-74 (2.00)  | F – 0-59 (Failure) |

### Chapter Assignments

Chapter Assignments are designed to help students and the instructor to assess the competency that students have achieved in the chapter material. Students will then select seven of the fifteen numbered chapters in the Popple text (not including the Introduction Chapter) and will complete the two chapter assignments for each of the five chapters. Chapter assignments are due on Friday of the week assigned for that chapter. Students are responsible to be certain that they turn in all five sets of chapter assignments and that those are turned in on the appropriate weeks.

#### Overview of Assignments

1. **Assignment #1.** Write a one-page self-reflection paper describing your own thoughts and opinions regarding the topic of the chapter.
2. **Assignment #2.** Choosing one of the policies discussed in your chapter, write a two to three page analysis of the policy comparing the rational approach and the political approach to policy analysis as outlined in the book's introductory chapter.

### MyLab Assignments

Using your MySocialWorkLab access code that accompanied your textbook, please be sure to register for MySocialWorkLab by going to [www.mysocialworklab.com](http://www.mysocialworklab.com). Follow the instructions on how to register.

Assignments are the student's opportunity to demonstrate comprehension, integration, and ability to apply concepts. It is the student's responsibility to complete these assignments, ask questions about any part of the assignments or assessment not understood, and make an appointment with the instructor, as needed, for further clarification. These assignments and assessments are critical to your overall learning and comprehension of social welfare policy.

1. **MyLab Assignment #1.** Review Recognizing Personal Values Video-Ethical Practice: Identify some of your own personal values. Which ideological perspectives support the values you identified?

**Due date:** \_\_\_\_\_

2. **MyLab Assignment #2.** Review Social and Economic Justice: Understanding Forms of Oppression and Discrimination Video-Human Rights and Justice. How is the official poverty line set in the United States? What are the limitations to using this approach when addressing poverty among disenfranchised populations?

**Due date:** \_\_\_\_\_

3. **MyLab Assignment #3.** Review the Building Alliances video- Professional Identity.. As a social worker working within the criminal justice system, what are potential role conflicts when building alliances?

**Due date:** \_\_\_\_\_

### **MyLab Assessment**

1. Assessment #1 due: \_\_\_\_\_
2. Assessment #2 due: \_\_\_\_\_

### **Major Assignment**

Student achievement of the knowledge and skill objectives is assessed via examinations and/or policy analysis. In addition, students will be asked to demonstrate their ability to advocate for policy change by engaging in some form of political advocacy.

#### **Advocacy Letter: Letter to an Elected or Public Official or Advocacy Organization OR A Letter to the Editor**

You can select and analyze a bill proposed in this session of Congress or State House of Representatives or any other legislative body. Based on your reading and analysis of a policy brief/bill, write a letter to a relevant public official OR Advocacy Organization OR a Letter to the Editor of a newspaper. In the letter, you should identify yourself as a social work student, and thus the letter should reflect the quality we expect in the academic work of our students.

Be sure it is properly written and spell checked.

Be sure you use proper headings, properly use the title of the person you are writing and properly address them per the above guidelines! For instance, writing the Governor: The letter should be addressed to:

- The Honorable (insert governor's full name)
- Office of the Governor
- Then the street address or post office box, city, state and zip code as with any other letter.
- The salutation should be: Dear Governor (insert governor's last name)

Please keep in mind that you don't have to present yourself as an expert. One of the purposes of advocacy letters is to ask questions, raise problems, discuss issues. The choice of elected official or public official (an unelected employee usually in a position related to public policy) should be appropriate for the nature of the topic about which you are writing. The letter should be on a topic relevant to social welfare policy. Students are encouraged to share with the class the responses, if any, to their letter.

### **(3) Quizzes- (10 POINTS EACH)**

There are three scheduled quizzes (open book). The quizzes are primarily to student's understanding of readings and materials taught in class. Missed quizzes cannot be made up, except under exceptional circumstances. Each quiz will include attached grading criteria.

### **Policy Brief Assignment**

Options: A student can choose one of the two options.

- A. A student chooses a student partner to work with on the paper. Students work together as a team on the paper. The policy analysis is co-authored by both students, and the students receive the same grade.
- B. A student works alone on the policy analysis. Individually or in a two-person team, select one of the following policy areas that will be discussed in your text and in class: Income support, criminal justice, housing, healthcare, child welfare, tax/income distribution and food.

A policy brief is a form of policy analysis that integrates three important objectives for social welfare policy education in social work: analyzing, formulating and influencing social policy. Rather than separating policy analysis from policy formulation and policy influence or policy advocacy, by writing a "paper" that is a policy analysis paper, a policy brief is really not a paper, per se. A policy brief is written in a different "voice" than a student paper. It is written in a way that is designed to inform and influence key individuals and organizations. .

\* Students who choose to send the proposal, with an attached letter to a "Key Organization or Individual", will receive Two points extra credit. Please use the attached script as a guide for the letter. Change what is necessary (e.g. policy, key individual and student description) but there is no need to restate the entire letter).

The format required for the assignment for this course is below.

The Policy Brief has the following seven sections:

- |                         |                                                                                     |
|-------------------------|-------------------------------------------------------------------------------------|
| 1. Goal Statement       | 5. Proposed Solutions                                                               |
| 2. Scope of the Problem | 6. 3-6 Key Organizations/Individuals /Letter to a "Key Organization or Individual", |
| 3. Past Policy          | 7. Bibliography                                                                     |
| 4. Current Policy       |                                                                                     |

Overall, the assignment will be 10 pages at least in length (excluding the bibliography). The Policy Brief Final should be double-spaced but with two spaces between sections.

To summarize, as the course calendar shows, the assignment is done in two stages:

#### **Stage #1: Policy Brief Draft**

- 1. Policy brief proposal.
- 2. List of Key Organizations and Individuals
- 3. Bibliography

#### **Stage #2: Final Policy Brief**

- 4. Final Policy Brief/Letter

## COURSE OUTLINE

| Week          | Assignment Type                                                                                    |
|---------------|----------------------------------------------------------------------------------------------------|
| <b>Week 1</b> | Text Reading: Introduction                                                                         |
|               | Chapter Assignment(s):                                                                             |
|               | MyLab Assignment(s):                                                                               |
|               | MyLab Assessment(s):                                                                               |
| <b>Week 2</b> | Text Reading: Chapter 1                                                                            |
|               | Chapter Assignment(s): seven of these due on Friday of the week your chosen chapters are assigned. |
|               | MyLab Assignment(s): Assignment #1 (as described above)                                            |
|               | MyLab Assessment(s):                                                                               |
| <b>Week 3</b> | Text Reading: Chapter 2                                                                            |
|               | Chapter Assignment(s): seven of these due on Friday of the week your chosen chapters are assigned. |
|               | MyLab Assignment(s):                                                                               |
|               | MyLab Assessment(s):                                                                               |
| <b>Week 4</b> | Text Reading: Chapter 3<br>Take Home Quiz #1                                                       |
|               | Chapter Assignment(s): seven of these due on Friday of the week your chosen chapters are assigned. |
|               | MyLab Assignment(s):                                                                               |
|               | MyLab Assessment(s):                                                                               |
| <b>Week 5</b> | Text Reading: Chapter 4                                                                            |
|               | Chapter Assignment(s): seven of these due on Friday of the week your chosen chapters are assigned. |
|               | MyLab Assignment(s): Assignment #2 (as described above)                                            |
|               | MyLab Assessment(s):                                                                               |

|               |                        |                                                                             |
|---------------|------------------------|-----------------------------------------------------------------------------|
| <b>Week 6</b> | Text Reading:          | Chapter 5                                                                   |
|               | Chapter Assignment(s): | seven of these due on Friday of the week your chosen chapters are assigned. |
|               | MyLab Assignment(s):   |                                                                             |
|               | MyLab Assessment(s):   |                                                                             |
| <b>Week 7</b> | Text Reading:          | Chapter 6                                                                   |
|               | Chapter Assignment(s): | seven of these due on Friday of the week your chosen chapters are assigned. |
|               | MyLab Assignment(s):   |                                                                             |
|               | MyLab Assessment(s):   |                                                                             |
| <b>Week 8</b> | Text Reading:          | Chapter 7 & 8<br>Take Home Quiz #2                                          |
|               | Chapter Assignment(s): | seven of these due on Friday of the week your chosen chapters are assigned. |
|               | MyLab Assignment(s):   |                                                                             |
|               | MyLab Assessment(s):   |                                                                             |
| <b>Week 9</b> | Text Reading:          | Chapter 9                                                                   |
|               | Chapter Assignment(s): | seven of these due on Friday of the week your chosen chapters are assigned. |
|               | MyLab Assignment(s):   |                                                                             |
|               | MyLab Assessment(s):   |                                                                             |

|                |                        |                                                                             |
|----------------|------------------------|-----------------------------------------------------------------------------|
| <b>Week 10</b> | Text Reading:          | Chapter 10                                                                  |
|                | Chapter Assignment(s): | seven of these due on Friday of the week your chosen chapters are assigned. |
|                | MyLab Assignment(s):   |                                                                             |
|                | MyLab Assessment(s):   |                                                                             |
| <b>Week 11</b> | Text Reading:          | Chapter 11                                                                  |
|                | Chapter Assignment(s): | seven of these due on Friday of the week your chosen chapters are assigned. |
|                | MyLab Assignment(s):   | Assignment #3 (as described above)                                          |
|                | MyLab Assessment(s):   |                                                                             |
| <b>Week 12</b> | Text Reading:          | Chapter 12<br>Take Home Quiz #3                                             |
|                | Chapter Assignment(s): | seven of these due on Friday of the week your chosen chapters are assigned. |
|                | MyLab Assignment(s):   |                                                                             |
|                | MyLab Assessment(s):   |                                                                             |
| <b>Week 13</b> | Text Reading:          | Chapter 13                                                                  |
|                | Chapter Assignment(s): | seven of these due on Friday of the week your chosen chapters are assigned. |
|                | MyLab Assignment(s):   |                                                                             |
|                | MyLab Assessment(s):   |                                                                             |
| <b>Week 14</b> | Text Reading:          | Chapter 14<br>Letter to an Elected Official (As described above)            |
|                | Chapter Assignment(s): | seven of these due on Friday of the week your chosen chapters are assigned. |
|                | MyLab Assignment(s):   |                                                                             |
|                | MyLab Assessment(s):   |                                                                             |

|                |                        |                                                                             |
|----------------|------------------------|-----------------------------------------------------------------------------|
| <b>Week 15</b> | Text Reading:          | Chapter 15                                                                  |
|                | Chapter Assignment(s): | seven of these due on Friday of the week your chosen chapters are assigned. |
|                | MyLab Assignment(s):   |                                                                             |
|                | MyLab Assessment(s):   |                                                                             |
| <b>Week 16</b> | Text Reading:          | Conclusion/No required reading this week                                    |
|                | Chapter Assignment(s): | Policy Position Paper Due                                                   |
|                | MyLab Assignment(s):   |                                                                             |
|                | MyLab Assessment(s):   |                                                                             |

## **UNIVERSITY/COLLEGE POLICIES AND ETHICS**

[INSTRUCTOR: Insert Your University's Academic Policies]

# CHAPTER 1

## Competing Perspectives on Social Welfare

### *Political Perspectives and Social Welfare*

#### CHAPTER SUMMARY

- This introductory chapter provides the authors' framework for understanding contemporary perspectives on social issues.
- Readers are introduced to the concepts of personal ideologies and political perspectives as a set of principles each of us uses to understand social problems.
- Although most of us agree that something must be done about such issues as child abuse and neglect, the rising costs of medical care, and crime, our personal ideologies and political perspectives frame our analysis of these issues and result in competing solutions to any given social problem.
- The authors categorize common political perspectives as radical, liberal, conservative, and reactionary, but focus on liberal and conservative perspectives.
- The chapter discusses the differing world views of these competing perspectives, including attitudes toward change, views of human nature, individual behavior, the family, and the social system.
- The chapter also explains the liberal and conservative perspectives on the government and economic system, and the underlying value systems for each perspective.
- Finally, the authors present data from the General Social Survey, which describe which kinds of people ascribe to which political perspectives.

#### CSWE COMPETENCIES FOUND IN THIS CHAPTER

Ethical Practice

Critical Thinking

Human Behavior

Policy Practice

#### CHAPTER OUTLINE

Political Perspectives and Social Welfare

The Worldview of Conservatives, Liberals, and Radicals

Attitudes toward Change

Views of Human Nature

Views of Individual Behavior

Views of the Family

Views of the Social System

Views of Government and the Economic System

Political Perspectives in the Real World

Political Perspectives and Social Work Values

The Authors' Perspective

## SUGGESTED IN CLASS DISCUSSION QUESTIONS

1. Describe the value system that is generally characteristic of liberals in the United States.
2. Ask students to make a list of all the social welfare benefits that they or their family members have received or are receiving. Discuss their lists. Ask the students to identify the social welfare ideologies, including the laws or acts that made the grants or benefits available.
3. Major political movements can be dichotomized as liberalism and left off center and conservatism as far right. How would you apply philosophies associated with these movements to contemporary arguments regarding principles of a social safety net and social justice?

## CLASS ASSIGNMENTS

1. Each student is required to compile a folder of 20 editorials from newspapers, magazines, or journals that illustrate liberal and conservative perspectives on social welfare issues. The editorials should be in ten matched pairs, one a conservative perspective on an issue and one a liberal perspective on the same issue. The students are asked to attach a 5x7 note card to each editorial, very briefly explaining why they classified it as they did. Students are allowed to have more than one pair of editorials on one issue but are encouraged to cover as wide a range as possible. Students should deal with six or seven different issues. The projects are graded according to the following criteria:
  - Range of items. Does the project contain a range of issues, or only one or two?
  - How clear is the perspective of the editorials selected? The object is to get items where the author expresses a point of view, rather than one in which the author tries to be balanced.
  - Number of sources.
  - Accuracy of classification of perspectives.
2. Have students read short excerpts from books on social policy and social welfare with clear and specific political perspectives, for example *Wealth and Poverty* by George Gilder, *Losing Ground* by Charles Murray, *The Bell Curve* by Richard Herrnstein and Charles Murray, *Equality* by William Ryan, *Rachel and Her Children* by Jonathan Kozol, *The New American Poverty and The New Left* by Michael Harrington, and *Regulating the Poor* by Frances Fox Piven and Richard Cloward. Have students write about and/or discuss the conflicting points of view presented in the readings.
3. Another way to liven up the class is to bring speakers from various campus or community groups to discuss social welfare issues. The Young Republicans, Young Democrats, Greens (this is a group active on some campuses which combines feminism, environmentalism, socialism, etc., into one package), and Libertarians, will all spark a good deal of controversy. You might consider inviting speakers from two opposing groups and then conducting a class debate with members of the class taking the position of each side.

## ADDITIONAL RESOURCES

The CATO Institute <[www.cato.org](http://www.cato.org)>: This web page includes news updates, copies of articles, speeches, and so on, all from the perspective of this conservative group.

Libertarian Party <[www.lp.org](http://www.lp.org)>: News and views from the conservative Libertarian Party. Includes philosophy and practice, membership information, current activities, information by state, directories and lists, official documents, history, news, and announcements.

The Republican National Committee—Mainstreet <[www.rnc.org](http://www.rnc.org)>: The official web page of the Republican Party, including similar information as the Democrats' site.

### Presidential Libraries

There are a number of presidential libraries, and all have web sites. These sites give complete descriptions of the libraries, including their collections, public displays, researcher information, directions, and so on. These libraries are great places to find primary data on social welfare activities of liberal and conservative presidential administrations. Some of the major libraries are the following:

Franklin D. Roosevelt Library and Museum <[www.fdrlibrary.marist.edu](http://www.fdrlibrary.marist.edu)>

John F. Kennedy Library and Museum <[www.jfklibrary.org](http://www.jfklibrary.org)>

Dwight D. Eisenhower Library and Museum <[eisenhower.archives.gov](http://eisenhower.archives.gov)>

Richard Nixon Library and Birthplace <[www.NixonFoundation.org](http://www.NixonFoundation.org)>

Lyndon B. Johnson Library and Museum <[www.lbjlib.utexas.edu](http://www.lbjlib.utexas.edu)>

Herbert Hoover Presidential Library and Museum <[hoover.archives.gov](http://hoover.archives.gov)>

Gerald R. Ford Library and Museum <[www.ford.utexas.edu](http://www.ford.utexas.edu)>

People with liberal and conservative worldviews often have strong, sometimes emotional, differences of opinion regarding many social welfare issues, including welfare reform.

## Get Students Connected with MySocialWorkLab

**MySocialWorkLab** is a dynamic website that provides a wealth of resources geared to help students develop and master the skills articulated in CSWE's core competencies—and improve their grades in their Social Work courses.

MySocialWorkLab offers:

- A complete **Pearson eText** of the book
- **A wealth of engaging videos**
  - Brand-new videos—organized around the competencies—that demonstrate key concepts and best practices
  - Career Exploration videos that contain interviews with a wide range of social workers
- **Tools for self-assessment and review**—including book-specific chapter quizzes, videos, and chapter activities, a chapter audio file, and flashcards
- A **Gradebook** that reports progress of students and the class as a whole
- **MySocialWorkLibrary**—a compendium of articles and case studies in social work, searchable by course, topic, author, title
- **MySearchLab**—a collection of tools that aid students in mastering research assignment and papers.
- And much more!
- 

### LEARNING EXPERIENCES USING MySocialWorkLab

| Activity                                                         | Competence               | Assessment Opportunities |
|------------------------------------------------------------------|--------------------------|--------------------------|
| Developing an Action Plan that Changes the Internal and External | Human Behavior           | Multiple Choice          |
| Advocating for Human Rights and Social and Economic Justice      | Human Rights and Justice | Multiple Choice          |
| Substance Abuse: Carrie                                          | Human Behavior           | Multiple Choice          |
| Recognizing Personal Values                                      | Ethical Practice         | Multiple Choice          |
| Mental Health: Carlotta                                          | Human Behavior           | Multiple Choice          |

## Activities

1. Watch the human behavior video: Developing an Action Plan that Changes the Internal and External. How did the social worker's view of human nature serve to address the group's concerns about social problems they were confronting?
2. Watch the Human Rights & Justice video: Advocating for Human Rights and Social and Economic Justice. How did the social worker advocate for social and economic justice while still affirming the client's need for dignity and respect?
3. Read Substance Abuse: Carrie (In MySocialWorkLibrary). Identify a liberal, conservative, or radical response to the problem of substance abuse.
4. Watch Recognizing Personal Values. Identify some of your own personal values. Which ideological perspectives support the values you identified?
5. Read Mental Health: Carlotta. Identify potential conflicting ideological perspectives regarding Carlotta's health.

## ASSESSMENT AVAILABLE IN MySocialWorkLab

Using the MySocialWorkLab is a great way for students to develop their overall understanding of the content of this chapter, as well as understanding the theoretical application in practice settings.

There are two types of multiple-choice (and essay) assessments included for each chapter:

- Practice Test
- Chapter Exam

### Practice Test

After reading the chapter, students are then recommended to take the *Practice Test*. The *Practice Test* measures student comprehension of the material learned in this chapter.

### Chapter Exam

After class discussion and/or assignment chosen by the instructor, students should then complete the *Chapter Exam* on MySocialWorkLab. This *Chapter Exam* will be graded and will automatically feed into the MySocialWorkLab instructor gradebook upon completion.

**To view the Practice and Chapter Exam test questions, visit [www. mysocialworklab.com](http://www.mysocialworklab.com).**

## ASSESSMENT FOR IN-CLASS USE

The following test questions were developed for in-class use. These questions are not the same as the test questions found on MySocialWorkLab.

Pick the best possible answer from each of the four options provided with each questions.

*Difficulty: 1 = Easy; 2 = Moderate; 3 = Challenging*

### Multiple Choice Questions

1. Which of these is not part of what we might call a collective mind-set?
  - a) Social Attitudes
  - b) Individual Experiences
  - c) Political Perspectives
  - d) Ideology

*Answer: B*

*Difficulty: 1*

*Competence: Human Behavior*

2. Liberals believe that:
  - a) change should be resisted.
  - b) existing institutions should be radically restructured.
  - c) history is progress; continuing change will bring continuing progress.
  - d) change has gone too far and things should be changed back to the way they used to be.

*Answer: C*

*Difficulty: 2*

*Competence: Critical Thinking*

3. When exploring human nature, radicals take the view that people:
  - a) are basically good, and are inherently industrious and creative.
  - b) do not need to be controlled; they are born with a “blank slate” and need only to be protected from corrupting influences.
  - c) are lazy, self-centered, and incapable of true charity.
  - d) should be swiftly punished when they get out of line.

*Answer: A*

*Difficulty: 2*

*Competence: Critical Thinking*

4. Which of these is an important component of our concept of individual behavior?
- a) Heredity
  - b) The environment
  - c) Individual free will
  - d) All of the above

*Answer: D*

*Difficulty: 3*

*Competence: Human Behavior*

5. In relation to the family, conservatives believe:
- a) the traditional family perspective is oppressive and a distortion of both male and female talents.
  - b) the traditional family should be revered and policies should be devised to preserve it.
  - c) the family is an evolving institution.
  - d) none of the above.

*Answer: B*

*Difficulty: 1*

*Competence: Critical Thinking*

6. The inequality of social systems, according to radicals, are:
- a) a result of the group with greater power using this power to perpetuate its position of advantage.
  - b) a reflection of a lack of intervention to regulate an otherwise organic system.
  - c) a natural part of a working system. Inequalities merely showcase the levels of effort people put in their own lives.
  - d) not really a big deal.

*Answer: A*

*Difficulty: 1*

*Competence: Critical Thinking*

7. Reactionaries believe the government and economic system:
- a) is inherently evil and should be active as minimally as possible.
  - b) constitute grave threats to individual liberty and to the smooth functioning of the free market.
  - c) are imperfections that can be corrected only by intervention.
  - d) is inadequate and needs a complete restructuring to be effective.

*Answer: A*

*Difficulty: 3*

*Competence: Policy Practice*

8. In regards to government intervention with economic systems,:
- a) conservatives believe that a free-market economy is the best way to ensure that the country prospers and individual needs are met.
  - b) liberals believe that the government must be involved in all areas of the economy in order to ensure optimal functioning.
  - c) radicals may prefer more public ownership of industry and services.
  - d) All of the above.

*Answer: D*

*Difficulty: 2*

*Competence: Policy Practice*

9. Which is an example of an inconsistent political perspective?:
- a) An ultraconservative who believes in cutting taxes even in a recession.
  - b) A liberal who supports eliminating Medicaid.
  - c) A conservative who advocates maintaining military funding.
  - d) A radical who votes to legalize gay marriage.

*Answer: B*

*Difficulty: 3*

*Competence: Policy Practice*

10. Which of these is a correct statement?:
- a) Conservatives must become liberals in order to be a social worker.
  - b) The core values of social work are in direct conflict with conservative ideology.
  - c) Only radicals can be effective social workers.
  - d) Research data shows that the field of social work is not a “liberal monolith”.

*Answer: D*

*Difficulty: 3*

*Competence: Ethical Practice*

11. The gap in prescription drug coverage in the Medicare program is known as:
- a) the loophole
  - b) the doughnut hole
  - c) the sink hole
  - d) the GAP

*Answer: B*

*Difficulty: 1*

*Competence: Policy Practice*

12. The reactionary perspective is sometimes referred to as:

- a) the “far left.”
- b) the “far right.”
- c) reactionary.
- d) moderate.

*Answer: B*

*Difficulty: 2*

*Competence: Critical Thinking*

13. In the United States, the Democratic Party is considered to be:

- a) radical.
- b) liberal.
- c) conservative.
- d) reactionary.

*Answer: B*

*Difficulty: 1*

*Competence: Policy Practice*

14. Which political perspective believes that people are inherently industrious and creative and that if they have control over their working conditions, will take pleasure in working hard?

- a) liberals.
- b) conservatives.
- c) radicals.
- d) reactionaries

*Answer: C*

*Difficulty: 2*

*Competence: Critical Thinking*

15. The Libertarian Party most accurately represents:

- a) the radical perspective
- b) the liberal perspective
- c) the conservative perspective
- d) the reactionary perspective.

*Answer: D*

*Difficulty: 3*

*Competence: Policy Practice*

16. Which of these political perspectives pits more emphasis on people's responsibility for their own problems?

- a) conservatives.
- b) liberals.
- c) radicals
- d) all of the above.

*Answer: A*

*Difficulty: 2*

*Competence: Critical Thinking*

17. Which political party believes that most taxation is legal thievery?

- a) Republicans
- b) Democrats.
- c) Libertarians
- d) Socialists.

*Answer: C*

*Difficulty: 1*

*Competence: Critical Thinking*

18. Adam Smith's *Wealth of Nations* is considered the bible of:

- a) conservatives
- b) liberals.
- c) radicals.
- d) reactionaries.

*Answer: A*

*Difficulty: 2*

*Competence: Critical Thinking*

19. The largest proportion of Americans identify themselves as:

- a) liberal.
- b) conservative.
- c) moderate
- d) radical

*Answer: C*

*Difficulty: 1*

*Competence: Policy Practice*

20. The most fundamental difference among liberals, conservatives, radicals, and reactionaries is:

- a) their attitudes toward change.
- b) their views of human nature.
- c) their views of individual behavior.
- d) their views of the family.

*Answer: A*

*Difficulty: 3*

*Competence: Critical Thinking*

21. Conservatives

- a) believe the world can be changed for the better.
- b) doubt that moderate change can get to the core of the problem.
- c) emphasize tradition.
- d) think that things should be changed back to the way they once were.

*Answer: C*

*Difficulty: 2*

*Competence: Policy Practice*

22. The radical perspective is sometimes referred to as:

- a) the “far left.”
- b) the “far right”
- c) reactionary
- d) moderate.

*Answer: A*

*Difficulty: 1*

*Competence: Policy Practice*

23. American liberals

- a) established the welfare state.
- b) no longer influence policy.
- c) had little influence on the New Deal.
- d) see social problems as a by-product of democracy.

*Answer: A*

*Difficulty: 1*

*Competence: Policy Practice*

24. Traditional conservatives

- a) favor lower taxes and less governmental spending.
- b) usually are anti-union.
- c) oppose budget deficits
- d) all of the above.

*Answer: D*

*Difficulty: 2*

*Competence: Critical Thinking*

25. All societies have based their social welfare systems on:

- a) their views of human nature
- b) the number of poor within their society
- c) the nature of human need
- d) their views about social problems

*Answer: A*

*Difficulty: 2*

*Competence: Critical Thinking*

### **Essay Questions**

1. Discuss major tenets and targets of several competing ideologies that help drive and shape social welfare policy including for example, liberalism, conservatism, and others.

*Difficulty: 3*

*Competence: Ethical Practice*

2. Articulate your views of the major political ideological continuum and state assumptions that undergird the country's political economy.

*Difficulty: 3*

*Competence: Ethical Practice*

3. Discuss the general role that government plays in liberalism, conservatism, and radicalism.

*Difficulty: 2*

*Competence: Policy Practice*

4. Describe the conservative economic perspective on social welfare programs.

*Difficulty: 2*

*Competence: Policy Practice*

5. Describe the value system that is generally characteristic of liberals in the United States.

*Difficulty: 3*

*Competence: Critical Thinking*

# CHAPTER 2

## Social Welfare: Basic Concepts

### CHAPTER SUMMARY

- Chapter 2 is concerned with the definition of social welfare.
- The chapter begins with a discussion of the concept of stigma and is followed by a brief review of descriptive definitions of social welfare.
- The authors then move on to what they consider to be the critical element in the concept of social welfare – its function in society.
- After these introductory conceptual discussions, Chapter 2 presents a categorization of major social welfare services according to broad societal function.
- Categories include services for people who are economically dependent and services for people who are dependent because they are unable to fulfill roles, either by their own definition or as defined by others.
- The chapter concluded with a discussion of the conservative, liberal, and radical perspectives on social welfare.

### CSWE COMPETENCIES FOUND IN THIS CHAPTER

Critical Thinking

Diversity in Practice

Policy Practice

Practice Contexts

### CHAPTER OUTLINE

Stigma and Social Welfare

Social Exclusion and Social Welfare

Descriptive Definitions of Social Welfare

    Social Welfare as Nonmarket Economic Transfers

    Social Welfare as Services to Meet Basic Needs

A Functional Definition of Social Welfare

    Social Structure

        Status and Role

        Social Institutions

        Family and Kinship

        Government and Politics

        Economics

        Religion

        Education

Dependence, Interdependence, and the Social Welfare Institution

    Dependency and Opportunity

    Institutional and Residual Conceptions of Social Welfare

    Is the United States a Welfare State

## A Classification of Social Welfare Services

### Perspectives on Social Welfare

#### The Conservative Perspective

##### Noblesse Oblige

##### Enlightened Self-Interest

#### The Liberal Perspective

#### The Radical Perspective

### Summary

### Conclusion

## SUGGESTED IN CLASS DISCUSSION QUESTIONS

1. Start the initial discussion in the policy class with “What’s policy got to do with it?”
  - a. The professor presents definitions of social policy and social welfare policy. Students are asked to indicate “if and how” social welfare policy impacts their day, including their journey to school by describing how they benefited. Social welfare policy examples: food stamps, TANF, Section 8, Medicare, Medicaid. What are three conceptualizations of dependency which can help define functional categories of social welfare services, and what types of services have been developed to meet these three different needs?
2. Similarly, ask students to describe “if and how” their parents and grandparents benefited from the welfare state. Finally, did they know that they and their families were “welfare recipients”?

## CLASS ASSIGNMENTS

1. If the class is small enough for it to be manageable, tours of local agencies are useful. Institutional settings tend to have the greatest impact – state schools, nursing homes, juvenile detention centers, children’s homes. Non-institutional settings such as welfare department offices, family agencies, etc., tend to look like just another office building and so a tour offers little more benefit, and quite a bit more trouble, than simply having a guest from the agency visit the class. Having the students write a short reaction paper tends to increase the value of a tour.
2. Wilensky and Lebeaux’s conception of the culture of capitalism presented in the text almost always provides for a lively class discussion. Ask the students to think of people they know and to comment on whether they observe a correlation between material success and moral virtue. Students generally call the idea that unvirtuous people are rarely successful into serious question. During the discussion it is necessary to point out to students that Wilensky and Lebeaux are not arguing that the assumptions of the culture of capitalism are the way things are, or the way things should be, but rather that this is the way many Americans believe things are and/or should be.

3. Describe to students the role of the home health visitor in Great Britain as an example of an institutional approach to child welfare. Then briefly describe the U.S. system of child protective services as a residual approach. Ask students for their feelings about which is preferable. Initially at least, a number of students will react very negatively to a government representative visiting homes without any prior indication of a problem. This brings home to students the deep seated resistance we as Americans feel regarding government involvement in family and individual lives, and how this resistance is at least partially responsible for our continuing residual approach to social welfare.

## **ADDITIONAL RESOURCES**

Center for Law and Social Policy <[www.clasp.org](http://www.clasp.org)>: CLASP is a national nonprofit organization with expertise in both law and social policy affecting the poor. Through education, policy research, and advocacy, CLASP seeks to improve the economic conditions of low-income families and children and to secure access for the poor to the U.S. civil justice system. Site provides documents related to current social welfare issues.

Care2 Make a Difference <[www.care2.com](http://www.care2.com)>: Links to sources on social policy, welfare reform, children's issues, and numerous other social welfare sources.

Social Work History Online Time Line <[www.socialpolicy.ca/cush/m4/evolution.htm](http://www.socialpolicy.ca/cush/m4/evolution.htm)>: A good time line featuring the major events in the development of social work and social welfare in the United States. Includes links to detailed histories of many of the featured dates and events.

SWAN—Social Work Access Network <[www.sc.edu/swan](http://www.sc.edu/swan)>: Run by the University of South Carolina College of Social Work, this site includes information about numerous areas of social work and social welfare, as well as links to other resources.

University of California Data <[ucdata.berkeley.edu](http://ucdata.berkeley.edu)>: University of California—Berkeley's principal archive of computerized social science and health statistics information. It is a bit more difficult to use than most web sites, but it contains a wealth of information on issues related to social welfare.

## Get Students Connected with MySocialWorkLab

**MySocialWorkLab** is a dynamic website that provides a wealth of resources geared to help students develop and master the skills articulated in CSWE's core competencies—and improve their grades in their Social Work courses.

MySocialWorkLab offers:

- A complete **Pearson eText** of the book
- **A wealth of engaging videos**
  - Brand-new videos—organized around the competencies—that demonstrate key concepts and best practices
  - Career Exploration videos that contain interviews with a wide range of social workers
- **Tools for self-assessment and review**—including book-specific chapter quizzes, videos, and chapter activities, a chapter audio file, and flashcards
- A **Gradebook** that reports progress of students and the class as a whole
- **MySocialWorkLibrary**—a compendium of articles and case studies in social work, searchable by course, topic, author, title
- **MySearchLab**—a collection of tools that aid students in mastering research assignment and papers.
- And much more!

### LEARNING EXPERIENCES USING MySocialWorkLab

| Activity                                                                                                    | Competence               | Assessment Opportunities |
|-------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| Diversity in Practice: Learning From the Client to Co-create an Action Plan                                 | Diversity in Practice    | Multiple Choice          |
| Policy Practice: Participating in Policy Changes                                                            | Policy Practice          | Multiple Choice          |
| Domestic Violence: Faith Harper                                                                             | Human Rights and Justice | Multiple Choice          |
| Human Rights and Justice: Social and Economic Justice: Understanding Forms of Oppression and Discrimination | Human Rights and Justice | Multiple Choice          |
| Substance Abuse: Frank                                                                                      | Practice Contexts        | Multiple Choice          |

## Activities

1. Watch the video on Diversity in Practice: Learning From the Client to Co-create an Action Plan. How does the social worker integrate the experiences of the client to assist him in dealing with his feelings of oppression?
2. Watch the video on Policy Practice: Participating in Policy Changes. Contrast and compare the various policy concerns of the social worker and correctional officer meet with prison correctional administrator.
3. Analyze a social welfare issue based on a problem presented in Domestic Violence: Faith Harper (my social work library).
4. Watch the video on Human Rights and Justice: Social and Economic Justice: Understanding Forms of Oppression and Discrimination. Why is their often stigma attached to homelessness? What factors contribute to the stigma?
5. Read Substance Abuse: Frank. How might liberal advocates address the problem of substance abuse?(my social work library).

## ASSESSMENT AVAILABLE IN MySocialWorkLab

Using the MySocialWorkLab is a great way for students to develop their overall understanding of the content of this chapter, as well as understanding the theoretical application in practice settings.

There are two types of multiple-choice (and essay) assessments included for each chapter:

- Practice Test
- Chapter Exam

### Practice Test

After reading the chapter, students are then recommended to take the *Practice Test*. The *Practice Test* measures student comprehension of the material learned in this chapter.

### Chapter Exam

After class discussion and/or assignment chosen by the instructor, students should then complete the *Chapter Exam* on MySocialWorkLab. This *Chapter Exam* will be graded and will automatically feed into the MySocialWorkLab instructor gradebook upon completion.

**To view the Practice and Chapter Exam test questions, visit [www. mysocialworklab.com](http://www.mysocialworklab.com).**

## ASSESSMENT FOR IN-CLASS USE

The following test questions were developed for in-class use. These questions are not the same as the test questions found on MySocialWorkLab.

Pick the best possible answer from each of the four options provided with each questions.

*Difficulty: 1 = Easy; 2 = Moderate; 3 = Challenging*

### Multiple Choice Questions

1. Which of the following statements describes the nature of "stigma" as it relates to welfare?
  - a) Society values individual characteristics such as self-reliance and a willingness to work hard, welfare recipients are seen as dependent and lazy.
  - b) Social welfare has been polarized as a "moral category", and its related policy includes treating the poor in a dignified manner, as to highlight the responsible nature of the welfare recipients.
  - c) The norm of reciprocity explains the societal obligation to make some return for the things received, welfare recipients are stigmatized because they are able to be seen as making appropriate contributions for the benefits they incur.
  - d) The capitalistic nature of U.S. society stresses that those who work hard and have the ability will be rewarded with success, welfare recipients are equal to those who do not receive welfare because both groups of people deserve the benefits of success.

*Answer: A*

*Difficulty: 3*

*Competence: Critical Thinking*

2. Which of the following statements is not a descriptive definition of social welfare?
  - a) Social welfare is a benefit -allocation mechanism functioning outside the economic marketplace.
  - b) Social welfare is a nation's system of programs, benefits, and services that helps people meet the social, economic, educational, and health needs that are fundamental to the maintenance of society.
  - c) Social welfare is an institution that emerged to handle dependence and facilitate interdependence.
  - d) Social welfare as laws, services, and programs designed to bring people's level of well-being up to some minimum.

*Answer: C*

*Difficulty: 2*

*Competence: Critical Thinking*

3. In a society, which of the following categories is not seen as a social institution?
- a) Government/Politics
  - b) Social Roles
  - c) Education
  - d) Economics

*Answer: B*

*Difficulty: 2*

*Competence: Practice Contexts*

4. Family is seen as the most basic institution, what function does it support?
- a) Population
  - b) Socialization
  - c) Mutual Support
  - d) All of the above

*Answer: D*

*Difficulty: 1*

*Competence: Critical Thinking*

5. Which of these is not an adequate description of how social welfare began to emerge as an institution?
- a) The number of people needing food, shelter, and financial assistance because of unemployment became too great for churches to deal with.
  - b) The number of orphans became so great as to be seen as a threat to social order.
  - c) The number of people with disabilities with viable job opportunities were increasing.
  - d) The number of senior citizens left with no family to care for them were too great for social sustainability.

*Answer: C*

*Difficulty: 2*

*Competence: Policy Practice*

6. Which of the following is a reflection of the residual conception of social welfare?
- a) Unemployment benefits for people who have recently been out of work.
  - b) Community care, a temporary, market-oriented system of mutual aid.
  - c) Medicare, as medical care for the elderly is likely to be beyond the reach of all but the very wealthy.
  - d) Social security as a way to sustain basic living for the elderly, survivors, and people with disabilities.

*Answer: B*

*Difficulty: 2*

*Competence: Policy Practice*

7. Which of these is not an example of services for people who are economically dependent?
- a) Public Assistance Programs
  - b) Supplemental Security Income
  - c) Veterans Compensation and Pensions
  - d) Mental Health Services

*Answer: D*

*Difficulty: 1*

*Competence: Engage, Assess, Intervene, Evaluate*

8. Which of these is not an example of services for people who are dependent because they are unable to fulfill roles, as defined by themselves?
- a) Employment Services
  - b) Supplemental Nutrition Assistance Program
  - c) Family and Relationship Counseling
  - d) Recreation and Socialization Services

*Answer: B*

*Difficulty: 2*

*Competence: Practice Contexts*

9. Which of these is not an example of services for people who are dependant because they are unable to fulfill roles, as defined by others?
- a) Advocacy, Liaison, and Access
  - b) Probation and Parole
  - c) Child Protective Services
  - d) Mandatory Employment and Training Programs

*Answer: A*

*Difficulty: 2*

*Competence: Policy Practice*

10. Which of the following describe the radical perspective of social welfare?
- a) Those who are fortunate because of birth or achievement have a moral obligation to assist those who are less fortunate.
  - b) Helping others is the cost of living in a modern society, that ultimately ends up benefiting the helpers themselves.
  - c) The government should not only recognize people's rights to more benefits but also back away from regulating the poor, especially in demeaning and punitive ways.
  - d) People are assisted because they have a right to assistance to achieve a certain standard of living.

*Answer: C*

*Difficulty: 3*

*Competence: Critical Thinking*

11. The social exclusion explanation of social welfare:

- a) places emphasis on individual shortcomings.
- b) places emphasis on social processes in which some are unable to participate.
- c) appeals to conservative trends of blaming the victim.
- d) focuses on provision of counseling or therapy.

*Answer: B*

*Difficulty: 2*

*Competence: Human Rights and Justice*

12. Descriptive definitions of social welfare include:

- a) economic transfers outside the market system.
- b) benefits and services to help people achieve self-actualization.
- c) both of the above.
- d) none of the above.

*Answer: A*

*Difficulty: 1*

*Competence: Policy Practice*

13. Which would NOT be considered within a definition of social welfare as transactions outside the economic marketplace?

- a) loans to airlines facing bankruptcy.
- b) agricultural subsidies.
- c) services at a mental health clinic.
- d) FHA home loans.

*Answer: C*

*Difficulty: 2*

*Competence: Policy Practice*

14. Status may include categories such as:

- a) ethnicity.
- b) gender.
- c) profession.
- d) all of the above.

*Answer: D*

*Difficulty: 1*

*Competence: Human Rights and Justice*

15. Which of these functions are NOT required to maintain society?

- a) production, distribution, and consumption.
- b) socialization.
- c) social change.
- d) social control.

*Answer: B*

*Difficulty: 2*

*Competence: Critical Thinking*

16. The institution which has the primary function of social control is:

- a) the family.
- b) religion.
- c) government.
- d) education.

*Answer: C*

*Difficulty: 2*

*Competence: Policy Practice*

17. The primary function of the educational institution is:

- a) to answer questions about the meaning and purpose of life.
- b) social control.
- c) social integration.
- d) socialization.

*Answer: D*

*Difficulty: 3*

*Competence: Policy Practice*

18. When a person is unable to perform his or her roles adequately, whether the problem is on the individual or the institutional level, we speak of the person as being:

- a) interdependent.
- b) dependent.
- c) independent.
- d) all of the above.

*Answer: B*

*Difficulty: 3*

*Competence: Human Behavior*

19. Social welfare is the institution in society that manages dependency:

- a) through the provision of opportunity.
- b) by exerting penalties on those who are dependent.
- c) by rewarding increasing independence.
- d) all of the above.

*Answer: A*

*Difficulty: 2*

*Competence: Policy Practice*

20. The idea that social welfare is not an institution but an emergency back-up system is called the:

- a) institutional conception.
- b) reactionary conception.
- c) liberal conception.
- d) residual conception.

*Answer: D*

*Difficulty: 2*

*Competence: Policy Practice*

21. Institutional approaches to social welfare would include:

- a) homeless shelters.
- b) soup kitchens.
- c) unemployment insurance.
- d) assistance payments.

*Answer: C*

*Difficulty: 1*

*Competence: Policy Practice*

22. One president of the United States who attempted to move health care from a residual to an institutional approach was:.

- a) George W. Bush.
- b) Jimmy Carter.
- c) Ronald Reagan.
- d) Bill Clinton.

*Answer: D*

*Difficulty: 1*

*Competence: Policy Practice*

23. A term often used in the press and in political dialogue to refer to a society that makes the well-being of people the responsibility of government is:
- a) residual state.
  - b) welfare state.
  - c) socialist state.
  - d) blue state.

*Answer: B*

*Difficulty: 1*

*Competence: Policy Practice*

24. Among people identifying themselves as social conservatives on the General Social Survey, what proportion expressed support for government social service efforts?
- a) one-fifth
  - b) one-third
  - c) two-thirds
  - d) three-quarters

*Answer: C*

*Difficulty: 2*

*Competence: Research Based Practice*

25. An example of services for people who are economically dependent would be:
- a) Supplemental security income.
  - b) mental health services.
  - c) probation and parole.
  - d) recreation and socialization services

*Answer: A*

*Difficulty: 1*

*Competence: Policy Practice*

## Essay Questions

1. What are the similarities and differences between the conservative, liberal, and radical perspectives on social welfare?

*Difficulty: 1*

*Competence: Critical Thinking*

2. In social welfare policy, what are in-kind benefits? Give three examples of what an in-kind benefit might entail for recipients.

*Difficulty: 1*

*Competence: Policy Practice*

3. How do conflicting ideologies impact social welfare policy? Give two examples from chapter 2.

*Difficulty: 2*

*Competence: Policy Practice*

4. Compare and contrast the institutional and residual conceptions of social welfare.

*Difficulty: 3*

*Competence: Policy Practice*

5. What are three conceptualizations of dependency which can help define functional categories of social welfare services, and what types of services have been developed to meet these three different needs?

*Difficulty: 2*

*Competence: Engage, Assess, Intervene, Evaluate*